

A Study of Guidance Needs of Adolescents of Fatehgarh District

Dr Suman Deep Kaur

Principal, Punjab College of Education, Fatehgarh Saheb

Abstract- The period of adolescence has universally been termed as a critical period and problem age, an upsetting and turbulent stage and the inevitable and universal consequence for adolescents (Freud,1947).Halls has termed this period of “Stain and Stress” fraught with many problems, but other psychologist have laid emphasis on the cultural conditions as the causes of adolescence. Many adolescents today have problems and are getting into trouble. After all, there are a lot of pressures for kids to deal with among friends and family. For some youth, pressures include poverty, violence, parental problems, and gangs. Kids may also be concerned about significant issues such as religion, gender roles, values ,or experienced, like abuse. The paper intends to identify and signify the dire need of guidance and counseling in adolescence period.

INTRODUCTION

Teenagers are struggling between the youths wanting independence while still needing parental guidance. Sometimes all these conflicts result in behavior problems. They invariably need to be helped and guided in adjusting to their home and school environments

They do not ask for guidance, they do not even know how and whom to ask; but this should not convey the impression that they do not need guidance. Also guidance is needed for proper home, school, vocational and social adjustments. Realization of the importance of such guidance led educationists think of providing guidance facilities in the schools and hence the slogan of guidance programmes and counseling in the new educational set-up. No guidance worth the name is either possible or advisable without looking into the guidance needs of those who are confronted with adverse adjustment problems both in home and school.

The achievement of the adolescents, in their so called academic subjects as reading, writing, arithmetic, history etc. as contrasted with skills developed in such

areas as industrial arts and physical education. To ensure proper adjustment and achievement of the future citizens, adolescents must be given adequate guidance.

Objectives of the Study

1. To study the guidance needs among adolescents.
2. To study the gender differences in guidance needs among adolescents.
3. To study guidance needs among adolescents in relation to academic achievement.
4. To study guidance needs among adolescents in relation to parental education.

Hypotheses of the Study

1. There will not be any significant gender differences in the guidance needs among adolescents.
2. There will not be any significant differences in guidance needs among adolescents in relation to their academic achievement.
3. There will not be any significant differences in the guidance needs among adolescents in relation to their parental education.

Design of the Study

The present study was a descriptive survey. The design of the study was detailed procedure of testing the hypothesis and analyzing the obtained data. The research design, thus, may be defined as the sequence of those steps take ahead of time to ensure that relevant data was collected in a way that permits objective analysis of the different hypothesis formulated with respect to research problems.

Delimitation of the study

1. The study was delimited to the adolescents studying in +1 class of coeducational secondary schools.
2. The study was confined to schools located in Fatehgarh District of Punjab Only.

3. The study was restricted to 100 students only.

Design of Research Tools Used:

The present study used to following tools.

1. Guidance needs Inventory by Grewal (1982)
2. A background information sheet prepared by the investigator to collect data.

Procedure of Data Collection

The data was collected by administering the tests of the secondary school students. The guidance need inventory was administered to find out the guidance need of adolescents in which five years were given, like Physical, Social, Psychological, Vocational Education. Scoring was done with the help of scoring keys.

ANALYSIS AND INTERPRETATION

The analysis of data refers to the breaking up the whole data into its constituent parts. Appropriate analysis and interpretation of results from pillars of good research work. It is worthwhile that data needs to be classified

Table 1-Gender Differences in Guidance Needs among adolescents

Gender	Mean	S.D	T-Value
High Needs Group			
Girls	64.40	12.20	0.83
Boys	62.20	14.10	
Low Needs Group			
Girls	48.50	8.98	0.43
Boys	50.20	10.80	

* $p < 0.05$;

** $p < 0.01$

It may be seen from table 4.1 that mean scores of high guidance needs of boys came out to be 62.2 with S.D of 14.1 as compared to the mean score of girls which turned out to be 64.4 with S.D. of 12.20. The t-value testing the mean difference in guidance needs of boys and girls adolescents came out to be 0.83 which is not significant even at 0.05 level on the other side in case of low needs, the mean scores of girls came out to be 48.50 and of boys came out to be 50.20 also S.Ds of girls boys student came out to be also 8.98 and 10.80 respectively. The insignificant t-value (0.43) shows that boys and girls students do not differ much in their guidance need. And boys student came out to be also 8.98 and 10.80 respectively. The insignificant t-value (0.43) shows that boys and girls students do not

systematically, tabulated scientifically, interpreted rationally and presented in conclusion meaningful. The present chapter aims to presents the quantitative analysis of the data, collected during the study in an organized form. The organization of data has been done in accordance with the objectives of this study. The data thus collected, quantified and processed in presented in this chapter in the forms of tables, figures pertaining to different variables. The interpretation of the data was done objective-wise.

Descriptive statistics was used to explain guidance needs among adolescents and t-test was applied to find out the significance of mean difference in guidance needs in terms of gender, type of school, location and parental education Thus, the collected data was analyzed and is presented and interpreted as follows:

GENDER DIFFERENCES IN GUIDANCE NEEDS AMONG ADOLESCENTS

The table 1 shows that mean and S.D along with t-value testing the significance of gender differences in guidance needs among adolescents.

differ much in their guidance need.

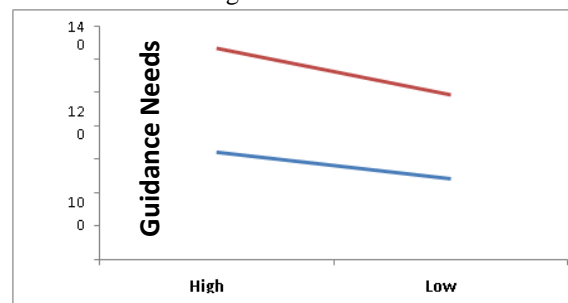


Fig. 1: Gender differences in guidance needs among adolescents

It shows that there are no significant gender differences in guidance needs among adolescents.

GUIDANCE NEEDS AMONG ADOLESCENTS IN

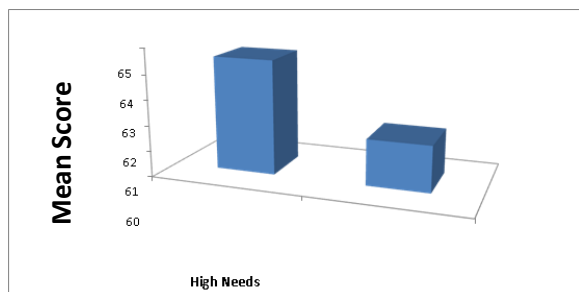
RELATION TO ACADEMIC ACHIEVEMENT

The table 2 shows the mean and S.D. alongwith t-value testing the significance of mean difference in guidance needs among adolescents across high and low levels

Table 2-Guidance Needs among adolescents in relation to their Academic Achievement

S.No	Academic Achievement	N	Mean	S.D.	T-Values
1.	High Guidance Needs	50	64.5	13.2	1.21
2.	Low Guidance Needs	50	61.8	9.10	

It may be seen from the table 4.2 that mean scores of guidance needs of high and low achieving adolescents is 64.5 and 61.8 with S.D. of 13.2 and 9.10 respectively. The t-value for testing the significance of mean differences in guidance needs of adolescents across high and low levels of academic achievement came out to be 1.21 which not significant at both levels (.05 and .01) so it is evident that there are not significant differences in guidance needs among adolescents across high and low levels of academic achievement.



of academic achievement.

Further, adolescents who have scored above 75% were considered in the high achieving group and those who obtained below 65% were considered in the low achieving group.

Fig. 2: Guidance Needs among adolescents in relation to Academic Achievement

GUIDANCE NEEDS AMONG ADOLESCENTS IN RELATION TO PARENTAL EDUCATION

Guidance Needs among adolescents in relation to parental education are discussed separately in terms of paternal and maternal education. The table 3 shows the means SDs along with t value testing the significance of mean difference in guidance needs among adolescents across high and low levels of paternal education.

Table 3-Guidance Needs among Adolescents in relations to paternal education

S.No	Level of Paternal Education	N	Mean	S.D.	t-value
1.	High	24	92.80	58.10	0.19
2	Low	176	96.80	50.90	

* p<0.05;

**p<0.01

The table 3 shows that mean guidance needs score among adolescents with higher level of paternal education is 92.80 and those with lower level is 96.80. The S.D. values are 58.10 and 50.90 respectively. The t-value came out to be 0.19 which is not significant so there are not significant differences in guidance needs among adolescents across high and low level of paternal education.

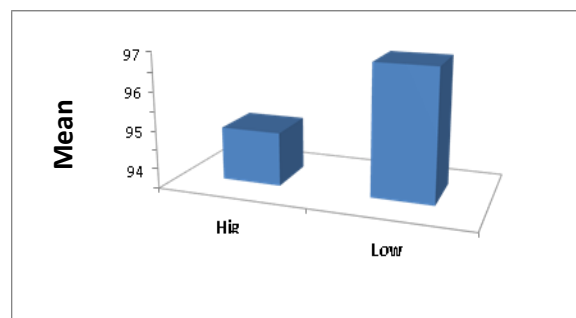


Fig. 3: Guidance Needs among adolescents in relations to paternal education

Guidance needs among adolescents in relations to maternal education

The table 4 shows the mean and S.D alongwith t-

value testing the significance of mean differences in guidance needs among adolescents across high and

low levels of maternal education.

Table 4-Guidance Needs among Adolescents in relations to maternal Education

S.No	Level of Maternal Education	N	Mean	S.D	t-value
1.	High	18	70.10	42.00	2.49
2.	Low	182	97.66	51.18	

* $p>0.05$;

** $p>0.01$

The table 4 shows that the mean scores of guidance needs score among adolescents with higher level of maternal education is 70.10 as compared to 97.66 for adolescents with lower level of maternal education. S.Ds of High & Low maternal education came out to be 42.00 and 51.18 Respectively. The t-value turned out to be 2.49 which is significant at 0.05 level. This indicates that adolescents with lower level of maternal education possess significantly lower guidance needs that their counterpart with higher level of maternal education. It may be attributed to the fact that adolescents with highly educated mothers are more dependent upon them whereas adolescent with less educated mothers are more independent and mature.

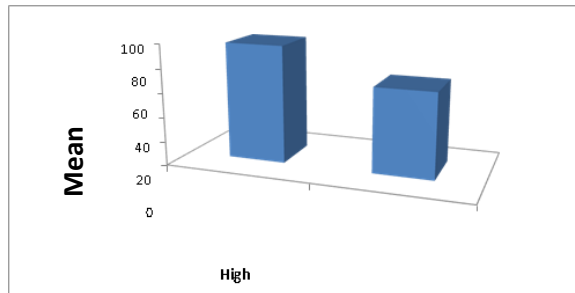


Fig. 4 Guidance needs among Adolescents in relations to Maternal Education

CONCLUSION

- 1) There are no significant gender differences in guidance needs among adolescents.
- 2) There are no significant differences in guidance needs among adolescents across high and low levels of academic achievement.
- 3) There are significant differences in guidance needs among adolescents across high and low level of parental education.

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